

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

Reading is inevitably considered as the most beneficial avenue in language learning and the other fields in academic. Considerably, the teaching English in junior high school mainly focuses on teaching reading as the preparation for ENE and higher education level. Therefore, teachers and educational stakeholders always struggle to improve the quality of the process of teaching and learning to read. One of their efforts is designing educational facilities, namely reading materials.

Reading materials are used as source for practice reading in the classroom and for their self-learning beyond the classroom. In addition, reading materials have to exhibit the individuality of the students fostered in nowadays learning paradigm, learner-centered paradigm. With this in mind, students' multiple intelligence type, one of their differences is appreciated since multiple intelligence theory considers the students' uniqueness. Therefore, reading materials based on the multiple intelligence types are necessary to be developed in order to enhance the students' interest and participation in learning reading comprehension.

Moreover, such kind of materials is implemented as supplementary and complementary materials for both students and teacher. Despite the conventional teaching reading activities that sound like teaching reading for testing, applying the students' multiple intelligence types in teaching reading gives more opportunities to develop various tasks, to overcome the students' boredom due to the monotonous tasks presented in the current worksheet, and to encourage the students to meaningfully take part in learning. Thereby, they will feel they are valuable in their strength.

## **1. Reading**

### **a. General Concepts of Reading**

Reading is considered as one of the most fundamental language skills in this globalizing era. Recently, due to the importance of reading, Kaplan (2002) in Khaki (2014) summarizes that there has been a growing focus of reading in recent years. Consequently, the goals of education allow students to read with a reasonable expectation of comprehension.

However, many definitions of reading proposed by scholars are overwhelming. Reading, in fact, belongs to receptive skills enabling the readers to derive meaning from written text. To put it another way, Alderson (2000: 8) develops a definition of reading as the active process to understand both the literal and inferential meanings of a text. In order to understand the meaning of the text well, reading

requires the combination between readers' background knowledge and text information. As a result, the meaning constructed from the same text greatly varies among readers. Another definition of reading as asserted by Sugirin (1997) in Sugirin (2002: 5) that reading entails the reader's efforts to comprehend print with the help of reader's background knowledge.

Additionally, reading is categorized into the process of reading and the product of reading. One of the theorists, Alderson (2000: 4) makes distinction between the process of reading and the product of reading. He further initially explains that reading is the interaction between the readers and the text in order to reflect what they are reading, what they have read and how to relate some text information and their background knowledge. On the other hand, in viewing the product of reading, we can hardly monitor whether the students lack of background knowledge or apply the inadequate strategies or purpose of reading since the focus is on what understanding the readers attain. Furthermore, Yamashita (2004) also investigates that the product of reading is associated with information from tests. However, in school environment teachers need to emphasize the combination between those two views by applying variety of learning activities and assessment.

To conclude, reading is cognitive and active process to derive the meaning of the text appropriately with the help of the readers' prior knowledge and text information.

#### **b. Purposes of Reading**

As aforementioned before, reading belongs to active and cognitive process to construct meaning from a text. Thus, good readers are able to decide and specify the purposes of reading in order to draw an effective interpretation and to reflect reading task. Therefore, it is important for readers to identify their purposes of reading. The purposes of reading investigated by Grabe and Stoller (2002:7) are as follows.

##### **1) Reading to search for simple information**

Commonly, reading to search for simple information is mostly implemented whereby the specific information is scanned involving guessing the location of the key information until general idea is formed. The example of reading to search simple information is that readers search person's phone number on the telephone directory by looking at the particular information needed. In school context, this purpose is usually reflected in the lateral questions.

##### **2) Reading to learn from texts**

Reading to learn from texts typically occurs especially in academic learning. It requires the readers to remember the main ideas as well as the supporting details and to organize the necessary information since they have to learn a considerable amount of information from the particular text. Reading to learn from text allows the readers usually reread the text to present the stronger inferences.

3) Reading to integrate information, write and critique texts

Reading to integrate information, write and critique texts also commonly occurs in academic learning. It means that readers have to read in order to select, to interpret and to evaluate the information presented in the text. Hereupon, they are able to decide what and how to integrate the information as required in many academic tasks.

4) Reading for general comprehension

The notion of general comprehension of which essence is constructing meaning is clearly constituted as the most important purpose for reading. Reading for general comprehension is complex and necessary because it underlies and supports most other purposes for reading. This actually is a cognitive process in order to link the students' background knowledge and the text information to find out the main ideas and relevant supporting

ideas in the text. In other words, if students do not understand the meaning of the text, then they are not reading.

However, for junior high school level, the purpose of reading as required in basic competence is reading for general comprehension requiring the students to identify the main ideas, supporting details, vocabulary in context, social function, generic structures and language features of particular texts. As aforementioned previously, reading comprehension is also considered as the basic purpose of reading and the real core for reading (Riswanto, Risnawati & Lismayanti, 2014).

In other words, the complexity of reading comprehension is reflected in the following processes as Alderson (2009: 9) and Grabe & Stoller (2002:10) summarize that reading for general comprehension includes several strategies, for instance: a) specifying a purpose of reading, b) activating the background knowledge, c) previewing the text through the title, d) predicting the content of the text, e) checking prediction, f) recalling word meaning, g) posing questions about the text explicitly or implicitly, h) finding the answers of the questions, i) connecting text to background knowledge, j) recognizing the author's purpose of the text structure and summarizing information, k) making inferences from the content, l) connecting one part of the text to another, m) guessing a new word from the context and n) reflecting on what has been read from the text.

For the sake of simplicity, Grabe and Stoller (2002:12) further explain that good readers do the following processes of comprehension involving the active use of cognitive process as aforementioned above, such as, recognizing words rapidly, storing word information, connecting pronoun references, building overall text structure, integrating and restructuring information, establishing main ideas and inferences. Therefore, readers are categorized as good readers if they are able to integrate their background knowledge and text information through predicting, inferencing and recalling word meaning.

To sum up, the purposes of reading including reading to search for simple information, reading to learn from texts, reading to integrate information, write and critique texts and reading for general comprehension must be decided carefully before beginning to read. In school context, especially for junior high school students, reading for general comprehension is mainly catered.

#### **c. Micro – and Macro- Skills of Reading Comprehension**

In eliciting the information of the text completely, readers are required to master the several skills of reading. Brown (2001: 307) describes several micro-skills in reading comprehension for instance discriminating among the distinctive graphemes and orthographic patterns of English, retaining chunks of language of different lengths in short-term memory, processing writing at an efficient rate of speed to suit the purpose, recognizing a core of words. Meanwhile interpreting

word order patterns and their significance, recognizing grammatical word classes and cohesive devices in written text, determining the rhetorical forms of written text and the communication functions of written text according to the form and purpose, inferring context that is not explicit by using background knowledge, distinguishing literal and inferred meanings and detecting culturally specific references and interpret them in a context of the appropriate cultural schemata develop reading strategies such as scanning and skimming belong to macro-skills of reading comprehension.

#### **d. Metaphorical Models of Reading**

Previously, we have discussed the definition, the purposes and the processes of reading comprehension. Due to the variety of reading comprehension processes involving lower and higher-level processes, Hedgcock and Ferris (2009:19) proposed metaphorical of reading that can be used as consideration to teach students reading comprehension. The metaphorical models are as follows.

##### **1) Bottom-up**

Bottom-up model basically views reading as language skill that must be initiated at the bottom level of text structure, the words. Liu (2010) portrays that through this model, meaning is constructed by reading from part to whole. It means that in order to construct meaning from a text, students work upward to the larger units or sentence by sentence. Additionally, Hedgcock and Ferris



(2009: 17) summarize that in order to make meaning from a text, students work from word with little reference to background knowledge to larger level unit. However, one of the drawbacks of bottom-up view is that students are successful readers when they decipher linguistic substances. To conclude, bottom-up model views reading as the process of constructing meaning through processing the smaller unit of the text to the larger unit with little help of the readers' background knowledge.

## 2) Top-down

The notion of top-down model is often contrasted with the bottom-up model. One of the theorists of this model, Goodman (1967) introduces that reading is psycholinguistic guessing games involving an interaction between thought and written language to produce guesses with background knowledge support. In addition, Karlin (1984) adds that readers generate the hypotheses about meaning and revise them if they are not confirmed. In other words, this model views reading as a process of reconstructing meanings and making inferences even though readers do not recognize each word.

However, only few reading specialists actually support strong top-down view because this model works if only the readers have sufficient background knowledge. In other words, students who possess sufficient background knowledge benefit from this model.

Meanwhile, Grabe and Stoller (2002:26) question about what readers learn from text if the reader must have expectation about all information in the text. Moreover, one of the drawbacks of this model is that this model is truly difficult for those who have minimum vocabulary knowledge.

To sum up, the difference between bottom up and top down is that bottom up process focuses on the linguistic forms while top down process focuses on the use of readers' background knowledge to make complete comprehension. However, Grabe (2009) in Kazami, Hasseini & Kohandani (2013) clearly states that there is no model of reading merely depicts reading as a bottom-up or top-down model. Those metaphorical views sometimes are combined to meet the general strategies.

In other words, Kazami, Hasseini & Kohandani (2013) also suggest that it is beneficial to integrate the two models, bottom-up and top down in teaching reading to junior high school students.

### 3) Interactive model

Alderson (2000: 18) articulates that neither the bottom-up nor the top-down model is an adequate model for reading but interactive model as an alternative model that assembles the earlier two models of reading to reach the optimal comprehension. In line with Alderson, Grabe and Stoller (2002:26) summarize that this model takes useful ideas from bottom-up model and combines

them with the ideas from top-down model. In other words, word recognition, the students' background knowledge, inferencing and predicting serve a major contributor to the process of teaching reading.

For Indonesian junior high school students, interactive model including language knowledge, students' background knowledge and text information is merely accepted by the students and teacher to be implemented for practice learning to read in the class (Hamra & Syatriana, 2010). To put in another way, students use their both previous knowledge of the topic and linguistic knowledge to comprehend the text.

To conclude, the metaphorical models of reading proposed by scholars involve bottom-up, top-down and interactive model. In Indonesian educational field, interactive model can be an alternative model to merely emphasize the readers' text understanding and their language knowledge with the students' limited vocabulary.

#### **e. Reading Types**

As noted earlier, in the practice of teaching reading in Indonesian junior high schools, interactive model is suitable to be implemented. Besides, considering the reading type also an important way to practice reading. Recently, it is believed that there are two key

types of reading that are beneficial to help students reach complete comprehension that teacher chooses, as follows.

#### 1) Extensive Reading

Extensive reading means to connect the students' choices with pleasure in reading and to develop their enjoyment in reading. Indeed, it is undeniable that implementing extensive reading allows students to develop their reading comprehension. To put in another way, Haider and Akhter (2012) discover that extensive reading permits students to read a relatively great number of simpler texts mainly for getting pleasure without performing any tasks after reading. Thus, extensive reading goes far beyond the ability to determine main idea of the text, answer questions about supporting details, define vocabulary, read the text aloud and so forth.

To expand the concept of extensive reading a bit further, Day in Hedgecock and Ferris (2009:207) propose the characteristics of extensive reading in classroom including a) a large amount of texts is deliberately chosen to encourage reading for different purposes and different ways and b) reading for pleasure and general understanding without follow-up exercise is promoted. Finally, in Day's study (2015), he ranks those principles that might be used in extensive reading. The top three core principles in extensive reading includes: 1) students read as many texts as possible, 2) students choose what they want to read and 3)

a variety of reading materials on a wide range of topics is available.

## 2) Intensive reading

Intensive reading, on the other hand, is reading for details for a comprehension understanding of the text which is mainly implemented to enhance the students' reading comprehension involving inferencing and guessing word meaning from context. Both Hedgcock and Ferris (2009:161) remain that intensive reading is aimed to take a selected text, study it line by line by translating, analyzing, comparing and inferring every sentence. In other words, readers typically read the short texts in their textbook while the teacher guides them to comprehend every sentence. Moreover, teacher emphasizes detail study of grammar, vocabulary items, text structures and meanings. Hence, every text is read carefully before reading, during reading and after reading stages.

Meanwhile the characteristics of intensive reading include a) the text read in the class is selected by the teacher, b) all students read the same text at the same time and complete the exercises provided by the teacher, c) the teacher highlights specific linguistic features and content of the text to improve the students' linguistic competence and linguistic performance, d) assessment of students' comprehension is facilitated by the fact that students work with the same text and activities. In other words, the foci of intensive

reading are comprehension, vocabulary development and grammar knowledge.

Teaching reading for junior high students, in fact, requires the students to comprehend the text in detail. As a result, intensive reading is frequently chosen to teach in the class because it allows students to understand the meaning of every sentence of the texts selected by the teacher. However, as contemplated by Haider & Akhter (2012) that both extensive reading that focuses on leading to genuine reading comprehension and intensive reading that focuses on the manipulation of language can be mutually combined and implemented to the students to improve their reading practices in the classroom and beyond the classroom by providing follow-up tasks.

#### **f. Stages of Intensive Reading**

As noted earlier, intensive reading means to reading sentence by sentence followed by some reading tasks to check whether the students have complete comprehension or not. In the classroom context, there are three reading stages as proposed by Hedgcock & Ferris (2009: 162), as follows.

##### **1) Before Reading Activities**

Before the actual stage of reading a text begins, there are some tenets that should be considered in order raise the students' interest toward the topic of the text. Eventhough these activities are important, they are still often neglected.

Reading comprehension, as explained earlier, is the process of constructing meaning from a text that combines background knowledge and text information. Hence, it is begun with activating the students' background knowledge and providing language needed during reading as the aid and then connect it the text as Marzano in Valesco (2011:4) argues that background knowledge is not only essential for acquiring new information but also for vocabulary development. It can be activated by showing picture related to the text, asking several questions related to the text, surveying the text to get a quick understanding of the text's main ideas, guessing the content of the text by looking at the topic, and introducing some vocabulary items. In this stage teacher and students also discuss the title, pictures, text structure and preview the text (Alyousef, 2006). To illustrate, the students are going to comprehend a text entitled *A Nice Vacation in the Zoo*, then students must possess either experience or knowledge about vacation in the zoo. Otherwise, the information about the topic is difficult to understand.

Therefore, before reading activities are crucial to provide students' background knowledge that reinforce to reach optimal comprehension.

## 2) During Reading Activity

In this stage, the students look closely to the text and determine the structure of the text in order to continually develop their ability in tackling the texts (Alyousef, 2006). Hedgecock and Ferris (2009:172) further reflect that teacher is to divide the text into sections and make prediction about what will come next. This stage consists of several activities as follows.

### a) First reading activity

This activity allows the students to develop the students' understanding of the main ideas of the text. Alternatively, this activity also allows the students to read aloud. However, it is more complex since they have to associate the spoken language and get the meaning of the text at the same time.

### b) Questioning and responding based on the text

If before-reading activities allow the students to pose some questions about what they are going to learn, this activity, on the other hand, allows the teacher to pose questions to monitor their understanding of the text. In addition, by questioning, teacher is able to check and monitor the students' understanding since questioning and monitoring are the heart of the comprehension process (Duffy, 2009:108). As a result, students are to respond the questions by summarizing or paraphrasing the text.



c) Arguing and placing a text within their own experience

In this activity, the students express their opinions and temporary understanding of the text even they relate the text with their background knowledge. They are also encouraged to confirm their previous predictions. Therefore, as the text is being read, students confirm their previous prediction and think of the additional information of the text.

d) Utilizing visuals

Besides text, there are usually some visuals in the form of pictures or illustration that can be used for teaching reading since those visuals help students conceptualize the content of the text. Woolley (2010) further mentions that students are able to derive meaning from the visuals such as illustration, photograph and drawing. In addition, such kind of visuals help the students form image of the text. To illustrate, when they read descriptive text, they understand the description of particular thing by visualizing the characteristics of that object.

e) Annotation

Annotating means to allow the students to comment and question the text that they are reading. This activity, actually, guides the students to evaluate and reflect the types of information. Accordingly, students can also write information down while they are reading.

f) Predicting - monitoring- repredicting

predicting is constituted as the dominant strategy during reading stage that enables the students to proceed through text. To illustrate, in reading narrative text, students use their prior knowledge to create images then when they come to the complication, they are allowed to solve it by using their ideas (Duffy, 2009:22).

As noted at the beginning of this section, during reading activities are applied to monitor the students' comprehension.

3) After Reading Activities

Toprak and Gamze (2009) point out that after reading activities are aimed to evaluate the students' comprehension and lead them to a deeper analysis of the text after they comprehend the text. The students further relate what have been read and their knowledge or interest. Generally, in this stage the students do various activities as presented by Hedgcock & Ferris (2009: 185).

a) Discussing the text

Discussing the text after the students finish reading the text includes predicting for example by asking question *will the cat and the mouse be friends again?* Another example is that students predict what the readers probably do after reading the text.

Similarly, students evaluate whether their predictions are correct or not and share their results to the whole class.

b) Summarizing the text

Summarizing or making a short version of the text involves both reading and writing skill as aforementioned earlier that teaching reading does not mean teachers exclude other language skills. Thus, it enhances not only the students' comprehension but also their writing skill. In this activity, the students write the summary of the text by using their own words in order to get the meaning of the text.

c) Answering the questions

Students answer various questions from the teacher critically to check their comprehension. This activity also includes the instruction that allows students draw pictures or write sentences about their favorite part of the text.

d) Filling in forms and charts

These activities are suitable to enrich the students' experience in the process of teaching reading. The forms and chart include the title and content of the text. The students then, share the result to the whole class.

- e) Retelling the text by using their own words

This activity allows the students to summarize the text in spoken way or have to retell the text in front of the class assessed by using the speaking rubric.

- f) Role-playing

Role-playing after read text means performing the text that requires the reading and speaking capability. It is usually done when the students learn about narrative or short stories in order to make the tasks more real-life.

The after reading stage is beneficial in teaching reading comprehension in the classroom. Those various activities are applied to assess the students' comprehension through responding, answering, summarizing and evaluating the text.

## **2. Teaching Reading**

### **a. Reading in the Second and Foreign Language**

There is still an ongoing debate whether first language (L1 hereafter) reading is different from second and foreign language (L2 hereafter) reading. Hence, Alderson (1984) in Yamashita (2002) questions whether reading a foreign language is a reading or a linguistic problem. Linguistic problem relates to the weakness of linguistic knowledge, but reading problem concerns with the mental processes of reading for instance predicting, analyzing and synthesizing the text information.

Grabe and Stoller (2002:36) further explain the difference between L1 and L2 reading. In term of linguistic and processing, L1 students learn to read after they learn to speak in the very young age. L2 students, on the contrary, learn to read simple sentences and texts at the same time they learn to speak. Thus, the L2 students' vocabulary development and grammar knowledge differently mark from L1 students'.

Meanwhile, there are two widely known hypotheses concerning to the relationship between L1 and L2 reading, the linguistic interdependence hypothesis and the linguistic treshold hypothesis. Liu (2010) differs that the linguistic interdependence hypothesis means that there is an automatic transfer L1 to L2. Meanwhile the linguistic threshold hypothesis means that L2 language ability is needed to enable L1 reading ability transfers to L2 reading. According to the research conducted by Coady (1979) and Jolly (1978) in Sugirin (2004) that the success of foreign language reading is determined by the students' reading ability in the first language. In addition, Cummins (1976) notes the implication of the threshold hypothesis is that students attain high L2 reading whenever they attain high L2 linguistic proficiency. In other words, readers who have adequate L2 proficiency are able to transfer their L1 reading ability to L2 reading. Conversely, linguistic treshold hypothesis has been criticized, since components

determining the success of L2 reading are not only L1 reading skill and L2 proficiency.

Urquhart and Weir (1998:62) further point out components in both L1 and L2 reading. The first component is background knowledge associated with the notion of schemata that completes the text with the readers' existing knowledge. The second element is literacy which consists of text structure and cohesive devices. Meanwhile cohesive devices mean that beyond individual sentences are the explicit ways in which a writer ties the ideas together within the sentence (Hedgecock and Ferris, 2009). According to Halliday and Matthiessen (2004:532), the four ways by which cohesion is created are conjunction, reference, ellipsis and lexical organization.

To conclude, the relationship between L1 and L2 reading is still an ongoing debate. Generally speaking, the issue of the relationship between L1 and L2 reading has been discussed under the framework of the linguistic interdependence hypothesis and the linguistic threshold hypothesis that involve L1 reading ability and L2 proficiency to be successful L2 readers that emphasize L2 reading success is determined by L2 proficiency and L1 reading transfer. However, it is still being debated since there are other components in L2 reading, background knowledge and the text structures.

## **b. Theories of Teaching Reading Comprehension**

In an attempt to succeed the processes of teaching reading comprehension, Klingner, Vaughn and Boardman (2007: 2) suggest three theories. The first theory is schema theory emphasizing the knowledge that students already recognize influences the students' reading comprehension. The more students know about the topic, the easier to understand the text on that topic. According to this theory, to succeed the process of teaching reading in the classroom, teachers must strive for an optimum balance between text information and the students' background knowledge (Carrell & Eisterhold, 1983). At a general level, schema theory explains the knowledge that the readers store and recall.

The second theory is a reader-response theory. This theory emphasizes the text read should be related to the students' experiences because the meanings of the text does not come solely but through the active interaction between the readers and the text in a particular context (Becker, 1999). Thus, the text given to the students must suit to their experience about the topic.

The third theory is direct instruction that has been provided for more explicit and systematic instruction related to the main ideas. Direct instruction, however expects students to behave in a way that assists them in reading materials.

To sum up, the theories of teaching reading comprehension lies on the three theories namely schema theory, reader response theory and direct instruction.

**c. Principles of teaching reading**

In order to teach reading effectively, it is important for teachers to pay great attention to both the nature of reading and the principles of teaching reading. Harmer (2001:70) poses some principles of teaching reading to support the reading principles above, as follows.

1) Reading is not a passive skill

Reading is incredibly active skill which means as readers, students need to understand the text being read. In order to make teaching reading more meaningful, students as the readers are to understand the literal meaning as well as the inferred meaning unless they just scratch the surface of the text and look at the pictures supporting the text.

2) Students need to be engaged with what they are reading

Engaging the students with the text and the reading tasks is vital since they achieve the benefit from the text only if they are interested in what they are reading. It is done on the before reading stage by building up the prior knowledge and correlating the text to their real life.



- 3) Students should be encouraged to respond to the content of a reading text

The meaning and the message of the text are important to learn instead of just teaching reading for the way they use language for instance how many words belonging to nouns found in the text or how many times the author cites the relative clause. However, teaching reading is more meaningful if the students are allowed to express their feeling as well as judgement and use personal engagement about the text.

- 4) Prediction is a major factor in reading

Predicting the text through its title and the pictures before students actually read the text will make them feel at ease to comprehend the text. Because of that, teachers should routinely give students hints from the title and some illustrations so that students can predict the text.

- 5) Match the task to the topic

Reading task is used to check and to monitor whether the students understand the text or not. However, reading tasks chosen must be exciting with imaginative and challenging tasks based on the topic that engage their thinking and

problem-solving skills based on their strength, multiple intelligence types.

6) Good teachers exploit reading texts to the full

It is undeniable that reading text is full of sentences, ideas and descriptions. However, it does not make sense just to get the students read, write the answer of the questions and move to another text. Subsequently, teachers integrate the reading text into interesting activities through the topic and the tasks. Moreover, Brown (2001) emphasizes that the students' reading comprehension is better if reading is taught in integration with other skills.

**d. Practice of Teaching Reading Comprehension in Indonesia**

According to Cahyono and Widiati (2006), the interest in EFL reading comprehension began along with the implementation of Grammar Translation Method (GTM) acknowledged as reading approach of which target was reading ability by translating the words to the students' native language. However, the teaching of English in Indonesia has been revised according to the provision of curriculum policies as mandated by Ministry of National Education. In 1975s, English language teaching (ELT) was oriented to the audio-lingual approach that adapted one of learning theories, behaviorism, of which curriculum components are

teaching objectives, materials, approach and evaluation (Sahirrudin, 2013). However, still, the dissatisfaction of this approach had impacted on the change of curriculum since the focus of this approach is the students' pronunciation. In other words, reading skill was preceeded after the speaking skill. Next curriculum was proclaimed to be communicative approach curriculum whereby language structure was exhibited the most dominant content. In this curriculum, reading comprehension or extracting the meaning of written text is the main focus. Therefore, it was considered inconsistent since linguistic knowledge was the priority.

Then in 1994, the meaning-focused communicative curriculum which focused on the students' ability to communicate in four English language skills replaced the 1984 structure-focused communicative curriculum. Madya (2008) articulates that the learning of the linguistic elements such as structure is aimed to support the mastery and development of the four skills including reading eventhough the skills are developed in integration. However, still, the national examination mainly focused on the structure (form-based) rather than the meaning.

Sahirrudin (2013) then summarizes the 2004-competency-based curriculum was published with the underlying of communicative language teaching (CLT) to accommodate

students' speaking skill as well as reading skill. But due to the issues of decentralized system, the 2006 KTSP curriculum that fostered the students' communicative competence replaced Competency based Curriculum. Madya (2008) summarizes in this curriculum, one of the competences is to understand meanings in simple written texts.

This curriculum, nevertheless, had some problems for instance the trend implemented was still teacher-centered. Responding to the constraints, Indonesian government then decide to redesign the curriculum into the 2013 curriculum that embrace learner-centeredness to foster the students' focus on meaning and form. In addition, Ahmad (2014) states that in this curriculum, language skills are not taught in isolation but in integrative manners in all basic competence with the respect of the students' differences. For instance, reading comprehension is simultaneously taught with speaking, so students read the text and answer the questions orally.

In junior high school level, 2013 curriculum has been implemented in order to meet the needs of this nation which is enabling students to continuously communicate in English and to prepare for the education development. According to the guideline of this curriculum, students are taught English four hours in a week. Meanwhile the lesson is based on the core competence and

basic competence as stated in Permendikbud No 24 of 2016 which allows the eighth grader students to master short functional text, descriptive text, recount text, narrative text and song lyrics as the text types for learning to read. In addition, Permendikbud No 23 of 2016 explains that the aspects assessed include knowledge, skill and attitude.

To resume, the practice of teaching reading in Indonesia has been revised several times. The current curriculum emphasizes teaching reading integrated with other skills with the respect of the students' difference.

**e. Strategies and Techniques for Teaching Reading**

Oxford (2003:12) defines strategies as the specific action, steps or techniques consisting of six strategies that are commonly used by students in learning in order to achieve the goal of learning more easily and enjoyably. Furthermore, the strategies are classified into six main strategies namely memory strategies, cognitive strategies and compensation strategies as direct strategies. Meanwhile, metacognitive strategies, affective strategies and social strategies belong to indirect strategies.

**Table 1.**  
**Learning Strategies**

<b>Memory strategies</b>	<b>Compensation strategies</b>	<b>Cognitive strategies</b>
Memory-related strategies enable the students to learn and to retrieve information through rhymes, images, body movement, mechanical means or location.	Compensation strategies allow the students to guess from the context and to help students make up for missing knowledge	The strategies enable the students to manipulate the language materials in direct ways for instance predicting, reasoning, analyzing, note-taking, summarizing and synthesizing
<b>Metacognitive strategies</b>	<b>Affective strategies</b>	<b>Social strategies</b>
The strategies allow the students the students' learning style preferences (self-evaluating) and needs, gathering and organizing materials as well as the tasks.	The strategies enable the students to identify their mood and feeling.	Social strategies significantly associated with L2 proficiency in emphasize the studnets to ask for clarification, aexplore cultural and social norms.

Oxford (2003:41) points out some learning activities belonging to the six strategies. Memory strategies involve creating mental images and reviewing the text. Hence, in these strategies, students classify the information of the text and use imagery in constructing meanings. Meanwhile in cognitive strategies which

are known as the most popular strategies in teaching reading comprehension implemented to achieve the knowledge, students quickly get ideas from the text, summarize, reason and analyze the information deductively. Meanwhile, compensation strategies enable the students to use the new language for comprehension through guessing the meaning of what is read in L2 reading since they probably have limited vocabulary mastery.

Oxford (2003: 152) classifies indirect strategies into three strategies, namely metacognitive strategies, affective strategies and social strategies. Applying metacognitive strategies is northworthy since students have to set their purpose of reading, plan for the task, and have self- evaluating to check their comprehension by asking to themselves whether their comprehension has increased or not. In other words, it implies that metacognitive strategies allow them to control their own thinking. The next indirect strategies are affective strategies that related to the students' feeling such as lowering anxiety by using music and encouraging the students through making positive statements. The third indirect strategies are social strategies that relate to the ability of communication with others for instance cooperating with peers.

Therefore, in teaching reading, teacher must organize the lesson with appropriate varied strategies to adjust the students' needs.

#### **f. Media for Teaching Reading**

The use of media is aimed to make the students feel comfortable and easy to understand materials. Hence, media must contribute the creative contents of the materials subconsciously. In addition, Sudjana and Rivai (2009) in Rokhayani and Utari (2014) pose some advantages of media into the following.

- 1) The processes of teaching and learning fosters students' motivation to learn. Indeed, as the affective factor, motivation has positive effects on the students' reading ability.
- 2) The content of materials is easily understood
- 3) Media stimulate students to work on learning activities as the elements of active learning.

Actually, teachers are able to design their media in the form of the two-dimensional media and three-dimensional media that consist of the criteria of good media.

The most common used media, learning materials, do not only contain the language input but learning tasks that accommodate the differences of the students. Mc Kenzie (2005) further exemplifies common media that teachers apply according to the multiple intelligence types, such as text bridges and worksheet for linguistic intelligence, problem-solving tasks for logical intelligence, video and picture books



for visual intelligence, physical education equipment for kinesthetic intelligence, musical instruments and speaker for musical intelligence, journal and diaries for intrapersonal intelligence, board games and greeting card for interpersonal intelligence, semantic mapping tools for naturalist intelligence and classic literature and simulations for existential intelligence.

To conclude, there is no best media but appropriate media to be implemented in teaching reading so that the advantages of media can be attained.

#### **g. Reading Tasks**

Besides designing media for teaching reading, teacher also needs to create reading tasks. However, constructing reading tasks is not an easy task. Teacher must be aware of some considerations related to the characteristics of good reading task, as suggested by Nunan (1998:262). First, task should make use of challenge the students. Second, it provides the students with a rhetorical or topical framework for processing and analyzing the text. Third, it involves an oral reading of the text by teacher followed by silent reading and rereading the text and gives chances for the students to interact with the text and other students with their own representation. In addition, Nunan (1998: 47) adds reading tasks require several components: 1) goals as the intention of the text which deal with

the learning objectives, input or the data that form the reading task, and  
3) activities that deal with what students do in order to complete the task.

Nunan further (1998:35) mentions forms of reading tasks involving: 1) text completion which enables students to complete the text, 2) sequencing or selecting segments of text arranged in logical or time sequence, 3) prediction which allows students to predict the content of the text, 4) segmenting and 5) table construction to get students produce column and row for tables and fill the tables with information from text.

To conclude, according to Schirmer (2010: 6) there are three major tasks in reading, as follows.

a) Word Recognition

Word recognition involves the identification of words in the text involving lateral questions. It also identifies the students' vocabulary.

b) Fluency

Fluency involves reading accurately, quickly and with appropriate expression. Welsch in Schirmer (2010:11) views that fluency is a bridge between word recognition and comprehension.

c) Comprehension

Reading comprehension includes the understanding of the text that is being read and relating to the previous knowledge. In order to do

that, readers must integrate the knowledge of topic, vocabulary, text structure and sentence structure.

#### **h. Assessing Reading**

Similar to the concept of media, Alderson (2000:203) recommends that it is important to understand that there is no best method for evaluating students' reading comprehension. Grabe and Stoller (2002: 357) outline several major components abilities for reading comprehension involving search processes, vocabulary knowledge, text structure awareness, main ideas comprehension, recall of relevant details, inferences about text information, summarization abilities and evaluation reading. Therefore, in assessing reading, students are measured on how well they read through sorts of test or tasks including quizzes, tests and teacher's questions. Alderson further introduces several types of format of questions to assess students' reading comprehension, for instance: 1) multiple choice questions which are common sort of task for testing students' comprehension, 2) short-answer questions, 3) sentence completion, 4) notes or table completion, 5) matching list, 6) ordering task, 7) classification into groups and 8) information transfer through graphs, tables or maps.

Pearson & Hamm (2009: 83) also emphasize categories to measure the students' comprehension including finding main ideas, selecting

details, determining word meanings, drawing conclusions, determining cause-effect relations and distinguishing fact from opinion with the formats of questions chosen.

To sum up, teacher decides the appropriate types of questions to measure the students' comprehension.

### **3. Multiple Intelligence**

#### **a. The Nature of Multiple Intelligence**

In 1904, Alfred Binet developed test to measure students' intelligence by using a single score. Almost 80 years after the first standardized tests were applied, Gardner (1983) as the propounder of multiple intelligence theory in Gardner (2011) seriously criticizes the validity of those tests and claims that intelligence was defined narrowly since it was only measured through isolated test that students had never done before. Meanwhile, Gardner in Baum, Viens & Slatin (2005: 10) defines intelligence as the biopsychological potential to understand the meaning and to solve the problems that can be activated and developed in a cultural and educational setting.

The following view of Gardner about intelligence is very different from the notion of traditional intelligence as a unitary trait that can be measured by a single IQ test (Baum, Viens & Slatin, 2005). Bearing this in mind, multiple intelligence theory is introduced and applied in educational system that appreciate all

intelligence types. In fact, Gardner (1983) in Sachdeva (2016) posits that multiple intelligence helps education to revolutionize the concept of human potential as he previously questioned the validity and the view traditional intelligence. In addition, Arnold and Fonseca (2004) impose that multiple intelligence theory provides an important contribution to the learner-centered paradigm that accommodates the differences of the students.

With this in view, Gardner in Choudhary (2012) offers some principles of multiple intelligence in education: 1) emphasizing the development of certain intelligences, 2) utilizing of all intelligence types in developing different teaching techniques, 3) helping teacher review and make sure that their lesson plans are varied and 4) providing students with opportunity to use the dominant intelligences to develop the weaker intelligences that results active participation.

Gardner (2011) further classifies different intelligence types, as follows.

a) Linguistic intelligence

This intelligence means the capacity to use words effectively both spoken and written language including the ability to understand the meaning of written text. The students with this intelligence can be accommodated by giving tasks such as group discussion, debate, storytelling and summarizing.

b) Logical – mathematical intelligence

It is the capacity to use logic and to study problems effectively including hypothesis testing, logical pattern, cause – effect, categorization, classification, inferencing and word ordering.

c) Spatial intelligence

It serves the ability to perceive and to recognize both large and small visual pattern as the visual-spatial world and to perform the transformation upon that perception. Spatial intelligence involves sensitivity to color, line, shape, form and space. Thus, teacher can provide picture or illustration, idea sketching and mind map design to optimize the students' intelligence.

d) Kinesthetic intelligence

This intelligence deals with the use of body movement in learning process. Moreover, this intelligence type includes specific physical skills such as coordination, balance and speed. Therefore, students with this intelligence can be accommodated through role-playing for task in teaching and learning.

e) Musical intelligence

It is acknowledged as the intelligence type which is parallel in structure to linguistic intelligence to perceive musical forms for

instance song and lyrics, to discriminate and express musical forms. Therefore, providing song or learning by using song can relax the students with this intelligence as applied in on of teaching methods, suggestopedia.

f) Interpersonal intelligence

It is the capacity to motivate others, to perceive and to understand distinction in the moods, intentions, needs, desires, motivation and feelings of other people. Hence students with this intelligence should be facilitated more group discussion, pair work, simulation and other cooperative learning techniques.

g) Intrapersonal intelligence

This is the ability about self-understanding and self-esteem including self reflection and awareness of themselves. In addition, students with high intrapersonal intelligence should understand their strengths and weaknesses. Thus, any metacognitive strategies work well for interpersonal students.

h) Naturalistic intelligence

Natural intelligence deals with the capacity to recognize natural phenomena and access to nature. The students with good naturalistic intelligence are usually excellent at recognizing and classifying the numerous species of an individual's

environment and other tasks dealing with nature. Also, students are interested to reading texts of which topics are about nature.

i) Existential intelligence

Existential intelligence is the sensitivity and capacity to tackle deep questions about human existence (Gardner, 2011). Hence existential intelligence is the great domain of philosophers and religious leaders who put everything into global perspective. Eventhough, this intelligence type is still under research, this intelligence type is automtically cover in the core competence one (KI 1).

Beyond the description intelligence types, Armstrong (2009) also mentions several important key points involving each person possesses all intelligence types and intelligence can be developed together with another intelligence type. Hence, all students are endowed with different intelligence types which they are excellent at in learning. The matter is how teachers facilitate the students' intelligence types through variety of learning tasks covered in learning materials to encourage them actively participare and strengthen non-dominant intelligence types.

In order to implement multiple intelligence theory in learning process and designing materials, Armstrong (2009) proposes teaching



and learning activities based on the students' multiple intelligence types, as follows.

**Table 2.**  
**Intelligence Types and Teaching Activities**

<b>Intelligence</b>	<b>Teaching Activities</b>	<b>Instructional Strategies</b>
Linguistic	discussion, word games, storytelling, journal writing	Read about it, talk about it
Logical-Mathematical	Problem solving activities, number games, experiments, classification and categorization	Think critically about it, experiment with it
Spatial	Visual presentation, art activities, imagination games, mind-mapping	See it, draw it, visualize it, mind-map it
Bodily-Kinesthetic	Hands-on learning, drama, dance, treasure hunt	Act it out, touch it
Musical	Using song to teach, song writing	Sing it, listen to it
Interpersonal	Cooperative learning, simulation, peer tutoring	Collaborate with
Intrapersonal	Individualized instruction, independent study, self-esteem building	Connect it to your personal life

To conclude, multiple intelligence theory that belongs to learner- centeredness paradigm has attracted many educators and other concerned stakeholders. This theory really emphasizes teacher to recognize the students' diversity in the process of teaching and learning since they learn well and confidently if their strength is catered so that students are able to perform the tasks well through their strength.

#### **b. Multiple Intelligence in Foreign Language Learning Practice**

As aforementioned earlier, multiple intelligence gives some innovation ideas to teachers that facilitates effective learning as also supported by Saeidi (2009). In addition Christinson (1999) in Spirovska (2013) offers several suggestions why multiple intelligence should be applied in the classroom, including: 1) as a tool to help students develop a better understanding and appreciation of their strengths by giving them questionnaire of multiple intelligence or mi inventory, 2) as a tool to develop better understanding of the students' intelligences and awareness of intelligence diversity within the classroom, 3) as a guide to provide a greater variety of ways for students to learn and to demonstrate their understanding and 4) as a guide to develop lesson plans that address the full range of learners needs.

The staple importance of catering the diversity of the students' intelligence types is to give students opportunity to use their strengths. Furthermore, referring to Christinson (1996), Saedi (2009) summarizes steps how multiple intelligence theory is applied including to identify the activities frequently used in our classes and categorize them to each particular type of intelligence and to make lesson plan by selecting appropriate classroom activities and tasks. Larsen – Freeman (2008: 170) also exemplifies the implementation of multiple intelligence in foreign language learning eventhough not all intelligence types should be included in one period. To illustrate, the first activity is giving the students word riddle or pictures related to the text to discuss in pair, then they are guided to do guided imagery or visualize the text they read while playing song, after that, students act out the imagery in group or present to the class, finally students write if they have learned anything new. Those activities definitely cater the students who possess linguistic, logical – mathematical, spatial, musical, kinesthetic, intrapersonal and interpersonal intelligence.

Another implementation of multiple intelligence in language teaching is through facilitating the students with materials including texts and tasks based on multiple intelligence for instance linguistic and musical students summarize the text in the form of song, spatial students create mind map or venn diagram that consists of information from the text, logical – mathematical students categorize the

information and make deduction, kinaesthetic students are in charge of performing the song or simulation as well as interpersonal students will stimulate the classroom interaction. It is expected that by promoting reading materials based on the students' multiple intelligence, the students learn in meaningful and various ways and feel comfortable in learning since all students are considered do the successful task and not being compared to others.

Finally, Spirovska (2013) also exemplifies set of activities that can be applied in teaching reading English in order to cater the students' multiple intelligence types, as follows.

- 1) Linguistic intelligence: reading written text, filling the gap and memorizing the content of text
- 2) Logical- Mathematical intelligence: sequencing events in a chronological order, finding errors in sentences, comparing different texts with the same topic.
- 3) Spatial intelligence: describing pictures or illustration, using concept maps, and matching pictures with words. Moreover, Arnold and Fonseca (2004) reflect that scrutinizing visual elements is useful for providing comprehensible and meaningful input for foreign language learners.
- 4) Musical intelligence: playing and listening songs in order to introduce topic (ice-breaker), transforming lyrics into a text

- 5) Bodily kinesthetic intelligence: playing roleplay, presenting the text in front of the class, doing simulation and using realia
- 6) Interpersonal intelligence: analyzing characters, retelling text from another's point of view, group working
- 7) Intrapersonal intelligence: keeping journal, doing self assessment and sharing personal experiences
- 8) Naturalistic intelligence: making projects, comparing two kinds of text, categorizing and analyzing setting related to nature.
- 9) Spiritual intelligence : problem solving activities related to moral value which is automatically reflected in all lessons.

To conclude, teaching by catering students' multiple intelligence encounter advantages such as promoting the learner-centeredness in the class, enhancing the students' participation through variety of tasks by using their strength and raising the teacher's awareness of the potential differences of students.

#### **c. The Integration of Multiple Intelligence in Learner- Centeredness**

The essential feature of learner-centeredness to language teaching as implemented in nowadays curriculum is that it encourages students' active participation in their learning through respecting the plurality of students' intelligence (Tudor, 1992). In other words, the plurality of intelligence types is emphasized in foreign language learning including in the process of teaching reading through a collection of learning tasks and forms of assessment. Conversely, the

role of the teacher is the reflective practitioner and facilitator. Thus, in order to engage the students' active participation, they feel confident whenever they are given chances to use their strengths as fostered through their multiple intelligence types.

#### **d. The Integration of Multiple Intelligence and Learning Styles**

Gardner's theory of multiple intelligence and the learning style models as proposed by Silver et al (1997) that consist of 1) the mastery style, 2) the understanding style, 3) the self-expressive style and 4) the interpersonal style are two distinct areas of research. However, they can be linked and used together to improve learning.

Silver et al (1997) further spells out the differences among the four models of learning styles. The mastery learning style absorbs information concretely. Meanwhile the understanding style tends to allow the students to learn through questioning, reasoning and testing. The self-expressive style enables the students to use their feeling and emotion to construct ideas. The interpersonal style, on the contrary, focuses on learning socially. Those models of learning style emphasize the individual learning process. However, without implementing multiple intelligence types in teaching, style is rather abstract since it generally undervalues context.

Therefore, unlike learning styles which focus on the process, multiple intelligence focuses on the content of learning covered in learning materials as the staple resource for learning.

#### **e. The Implementation of Multiple Intelligence in Reading Materials**

Reading materials developed in this research are based on the students' multiple intelligence types with learner-centred paradigm as focused in the current curriculum. Moreover, the materials adapting learner-centered paradigm cater the students' needs and strength (Brown, 2007). Meanwhile it is undeniable that every student possesses different intelligence types as their strength that consists of at least eight types of intelligence. Therefore, the students' multiple intelligence types are developed in the reading materials.

At the beginning, before reading activities, students are encouraged to activate their background knowledge by previewing the text from the title or illustration to accommodate the students' visual intelligence types. Next activity, students are engaged to discover the ideas of the text and to predict the content by discussing the title and the illustration with their deskmate or pairwork. Indeed, the texts in one unit contains variety of topic which students are familiar with. So that students are able to easily relate their background knowledge and the text information to optimize the process of reading comprehension. Those activities actually facilitate the linguistic, interpersonal and visual students.

During reading activities, students read the text while summarizing or listing important ideas from the text by using mind-map or graphic organizer. Furthermore, students confirm their

previous prediction. Those activities cater the linguistic, visual, kinesthetic and interpersonal intelligence type.

After reading activities, students work cooperatively to complete the various reading tasks presented in the various forms such as inferencing or ordering sentences. Furthermore, there is also match activity that allow students match several statements introduced in the text, picture and the vocabulary items. Otherwise, students match the questions and the response stated in the table. Lastly, students write what they learn as their reflection to monitor their comprehension. This is merit for facilitating students' intrapersonal intelligence type. Those activities merely stimulate interpersonal, logical-mathematical, visual, kinesthetic and intrapersonal students.

Implementing reading tasks based on the students' multiple intelligence types is also merit to the tenet of teaching and learning process in 2013 curriculum which is integrating all language skills. In addition, reading activities in the developed materials are not specific to reading as stipulated by Alderson (2009: 49) that reading is a general cognitive process which underlies all language skills processing.

To conclude, Richards (2001: 65) summarize the nature of language as interactional view between the students and the text in the reading materials also the sequence of applying multiple intelligence theory in foreign language learning including awaken the intelligence



through multisensory experiences, teach with intelligence by using worksheet or small – group project based on one or more intelligence types.

#### **4. Communicative Competence**

The main goal of teaching English in Indonesia is to obtain communicative competence. However, due to the dissatisfaction of the traditional communicative language teaching, Murcia (2007) summarizes the model of communicative competence including linguistic competence, discourse competence, socio cultural competence, formulaic competence, interactional competence and strategic competence.

Linguistic competence referred to as grammatical competence has been the primary focus in foreign language teaching and learning. This competence interrelates the nature of grammar including vocabulary, pronunciation, spelling and word formation.

Meanwhile discourse competence concerns the selection, sequence and arrangement of words, structures and utterances including cohesion and coherence. To summarize, discourse competence is the ability to interpret a series of sentences in order to form a meaningful whole and to achieve coherent texts that are relevant to the context (Savignon, 1997).

Sociocultural competence refers to the readers' knowledge of how to convey meaning in the written texts within social and cultural

context for instance describing, persuading and apologizing. While strategic competence is conceptualized as the ability to use strategies like gestures in order to overcome limitation in language knowledge.

Therefore, reading materials must provide input that cover communicative competence to attain the main goal of teaching reading.

## **5. Material Development**

### **a. Research and Development**

This research used research and development. There are three models of research and development discussed in this study. The first model is ADDIE model (Dick & Carey, 1996). According to Dick and Carey (1996), this model consists of five steps: (1) analyze, (2) design, (3) develop, (4) implement, and (5) evaluate. The first step is analyzing the instructional objectives and the discrepancy between the learning needs and the present knowledge. The second step is designing the objectives to address the issues in the learning objectives. The third step is developing the educational product. Next, the educational product is implemented after being validated. It is considered as the most challenging step of all steps in ADDIE model since this step includes scrutinizing the instructional needs, objectives and strategies. Last, the product is evaluated to find out the suitability of the product and the needs.

The second model of research and development is Kemp model. Morrison, Ross, Kemp (2004) propose nine steps of this model, as follows, (1) identifying instructional problems and goals, (2) examining learner characteristics, (3) identifying subject content and analyzing task components, (4) stating instructional objectives, (5) sequencing content within each instructional unit, (6) designing instructional strategies that support the learners master the learning objectives, (7) planning the instructional message, (8) developing evaluation instrument, and (9) selecting resources to support the learning activities.

The third model is suggested by Gall, Gall & Borg (2003: 571). There are ten steps in this model, namely, (1) research and information collecting, (2) planning, (3) developing preliminary form of the product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

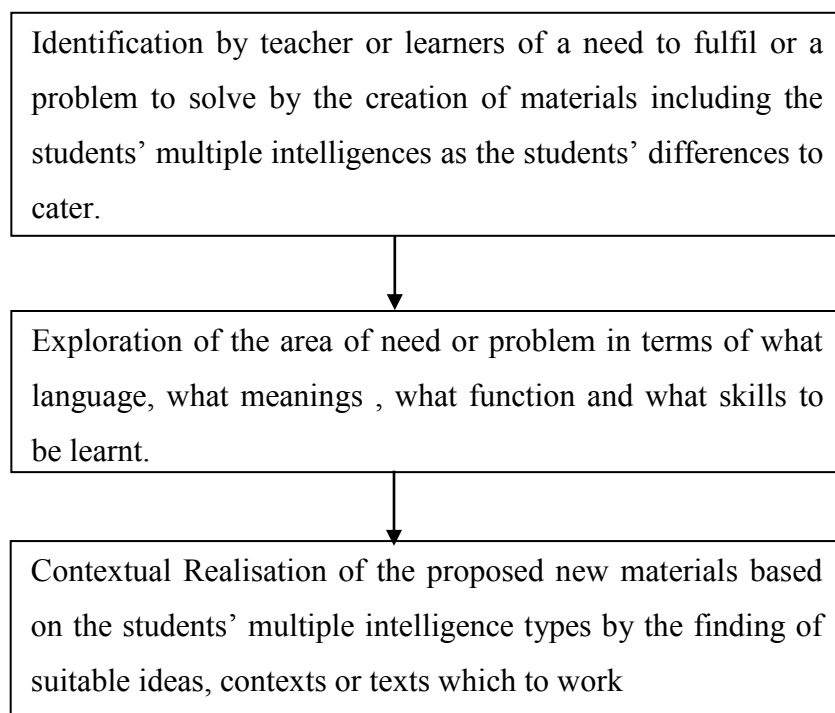
#### **b. Criteria of Good Material**

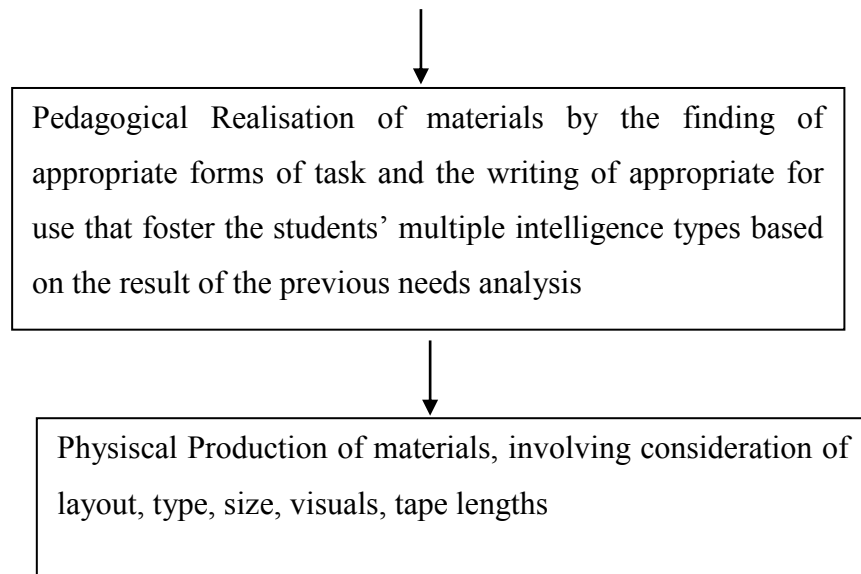
Tomlinson (1998:2) defines materials development as efforts conducted by writers and teachers to provide sources of language input. In this case, reading materials developed must follow the criteria of good reading materials as proposed by Tomlinson (1998:

7) as follows (1) materials should be relevant and adequate to achieve the competencies. It means that the choice of the topics and tasks must be relevant and useful; (2) materials should achieve impact through novelty, variety, appealing content and achievable challenge; (3) materials should help learners feel at ease for instance author provides illustration to help students comprehend the text; (4) materials should help learners develop confidence. In order to do so, materials learned are not too difficult.; (5) materials should facilitate learners' self investment or self - learning and (6) materials should expose learners to language in authentic use.

### c. Stages of Material Development

Tomlinson (1998:96) points out some stages of material development as illustrated in the following figure.





With this in view, this research is aimed to design reading materials based on multiple intelligence put forward by Gardner. Therefore, some tasks in the processes teaching and learning reading are employed through the multiple intelligence types existing in the class. Therefore, such kinds of reading materials, in fact, allow the students to demonstrate multiple ways of learning by optimizing their strength and uniqueness as supported by Taase (2012) that it is necessary that learning materials cater various intelligence types existing in the class.

#### **d. Materials Evaluation**

As aforementioned previously, materials influence the quality of foreign language teaching and learning so particular and serious attention must be paid to evaluate the materials based on valid and reliable instruments. Material evaluation also enables researcher and

teacher to predict the potential strength and weaknesses of the materials developed.

This study considers learning materials from different points of view with instrument adapted from *Badan Standar Nasional Pendidikan* (henceforth BSNP). The instrument involves the evaluation of the elements of materials namely the appropriateness of the content, language, presentation and design.

## **B. Review of the Previous Study**

Previously, there were some research conducted with the similar field to this research.

1. The first research was conducted by Derakhsan & Faribi (2015) entitled “Multiple Intelligence: Language Learning and Teaching”. This research presents the effect of multiple intelligence on English language learning. According to this research, there is a positive relationship that accommodating the students’ multiple intelligence types improve their mind in learning.
2. The next research was conducted by Celik (2012) of which title is “The Influence of Multiple Intelligences on Teaching Reading in Foreign Language”. According to the research, the experimental group who were treated through multiple intelligence theory achieved higher scores in reading test than the control group who were treated by using conventional teaching technique. Moreover, through implementing

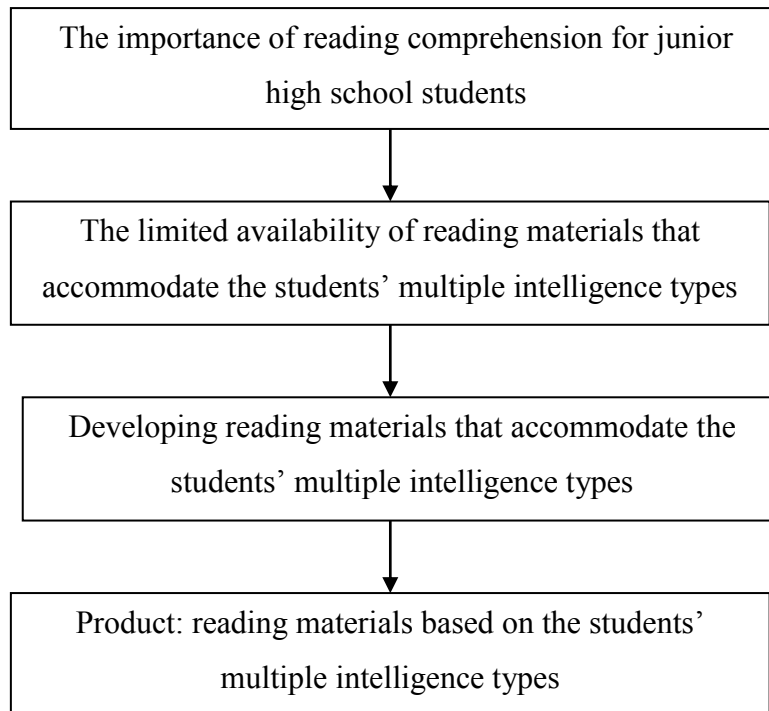
multiple intelligence theory in teaching reading, it increased the students' motivation and cooperative learning skills.

The research above shows that there is a gap for the researcher to conduct the research on developing reading materials based on the multiple intelligence for junior high school.

### **C. Conceptual Framework**

In line with the literature review, reading is one of the most important language skills that must be mastered by junior high school students to succeed their language learning and to optimize their learning in other disciplines. However, it is not easy to make them be enthusiastic in reading as many students face difficulties in reading English texts. In order to encourage their participation during the process of teaching and learning, teachers must provide reading materials that accommodate their differences. However, the junior high school students in Magelang lack of reading materials that accommodate their differences.

The appropriate reading text must accommodate the differences of the students namely multiple intelligences types which deal with the way of learning knowledge. Thus, the researcher develops reading materials that help the students in reading.



The above figure shows that the important role of reading comprehension for junior high school students and the limited availability of reading materials that accommodate the students' multiple intelligence types as their predominance encourage the researcher to develop reading materials that accommodate the students' multiple intelligence types to support their learning.

#### **D. Research Questions**

1. What are the needs of junior high school students in reading lesson in terms of necessities, lacks and wants?
2. What are the appropriate stages to develop the reading materials based on multiple intelligence?
3. To what extent the reading materials based on multiple intelligence the expert's review, the teacher's and the students' response?